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ABSTRACT

As part of an effort to understand and reduce an unacceptable attrition rate at Kirkwood Community College (KCC) in Iowa, a study was conducted to determine students' reasons for coming to the college. All 584 students who applied for admission to KCC in winter 1984 were mailed a copy of the Student Goals Inventory, an instrument which assesses students' career, personal, social, academic, cultural, and community development goals. Study findings, based on responses from 133 of the applicants who actually enrolled, included the following: (1) the three career goal statements selected by students with the greatest frequency all related to acquiring and improving occupational skills; (2) with respect to personal development, the goal of "develop self-worth and confidence" was rated highest by almost all respondent sub-groups; (3) the number one social development goal selected by the students was "interact with people of various ages and backgrounds"; (4) "learning more about my field of interest" was the most highly ranked academic goal; (5) "pursuit of avocational interests" and "development of skills and interests for leisure time" were the highest ranked cultural development goals; and (6) the most highly ranked community development goal involved learning more about "the system." The study showed that students were interested in career development, yet not in participating in student organizations. They were also interested in interacting with groups of various ages and backgrounds, but not in learning more about different ethnic and minority groups. A five-page bibliography is included, and the survey instrument is appended. (EJV)

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AN EXAMINATION OF THE GOALS OF INCOMING STUDENTS AT KIRKWOOD COMMUNITY COLLEGE

by

Julius O. Koefoed, Jr.

A Major Applied Research Project presented in
partial fulfillment of the requirements
for the degree of Doctor of Education

Nova University

October, 1985

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Abstract of a Major Applied Research Project Presented
to Nova University in Partial Fulfillment of the
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Kirkwood Community College experienced an attrition rate which was viewed as unacceptable by the College President. Many activities had been undertaken in an effort to determine the causes and stem the tide of this unacceptable rate of attrition. This research was an attempt to determine the reasons why students choose to matriculate at Kirkwood Community College. The hypothesis is that if we can understand why they come to Kirkwood, we may find out what they want and that they are not getting that may be causing them to leave before graduation.

The research instrument used was the Student Goals Inventory, which had been developed by the Division of Community Colleges, State of Florida. The current study replicated a study done using the Student Goals Inventory at Key West Community College in 1979. The Student Goals

Inventory assesses student goals in six areas, they are: (1) career development, (2) personal development, (3) social development, (4) academic development, (5) cultural development, and (6) community development. The students select goal statements that are important to them and at the end of the survey, they prioritize their top three goals.

The frequency with which each goal was selected developed a rank order for each of the six areas. These rankings were developed for each of the segments of the sample population, as follows: (1) part-time and full-time, (2) male and female, (3) degree and non-degree seeking, (4) under 27 and 27 years old and over, and (5) white and non-white.

The rankings were then analyzed and conclusions were reached. Students were very interested in getting the skills to get a job. They were not very interested in participating in student organizations. They were interested in developing increased self-confidence and their own personal strengths. They were interested in interacting with groups of various ages and backgrounds, but were not very interested in learning more about different ethnic and minority groups.

As a result of the responses, recommendations were made that were institution specific for the improvement of satisfaction of student goals. A final conclusion was that

the findings of this research, coupled with Otto's earlier research seem to indicate similar goals for students attending community colleges. Perhaps the findings of these research studies could provide guidance for other community colleges to improve their curriculum and student services which may reduce attrition.

Of course, the best course of action, would be for other community colleges to replicate this research at their own institution to determine the goals of their student body. It could be of benefit for all community colleges to conduct this research on an on-going basis and adjust as necessary. It would truly help us all to meet the needs of our students and our communities, which is our goal.

TABLE OF CONTENTS

		Page
LIST OF TABLES		viii
Chapter		
1.	INTRODUCTION	1
	Background and Significance	2
	Research Questions	3
	Definition of Terms	4
	Limitations of the Study	5
	Assumptions of the Study	6
2.	REVIEW OF RELATED LITERATURE	7
	Introduction	7
	Attrition	7
	Rationale for Student Goals Approach	16
	Summary	17
3.	PROCEDURES AND METHODOLOGY	19
	Purpose of the Study	19
	Procedures	19
	Population	22
	Questionnaire Design	23
	Methodology	23
4.	PRESENTATION OF RESULTS	26

TABLE OF CONTENTS (cont.)

Page

5. INTERPRETATION, CONCLUSIONS AND RECOMMENDATIONS 48

Interpretation of Results 48

Conclusions 52

Recommendations for the Improvement of Practice 56

Strategies for Diffusion, Implementation, and Improvement of Practice 61

BIBLIOGRAPHY 63

APPENDICES 69

A. STUDENT GOALS INVENTORY 70

B. COVER MEMORANDUM FROM THE ASSISTANT DEAN OF STUDENTS 75

C. CODE BOOK 77

D. ARTS AND SCIENCES MAJORS LIST 79

E. LETTER OF SUPPORT FROM COLLEGE PRESIDENT 81

F. FREQUENCY DISTRIBUTION OF RESPONSES TO STUDENT GOALS INVENTORY 83

G. FREQUENCY DISTRIBUTION OF ALL RESPONSES TO GOAL STATEMENTS 87

BIOGRAPHICAL SKETCH OF PARTICIPANT 89

SIGNATURE PAGE 91

TABLES

Table		Page
1.	Categorization of Number of Students Responding to Student Goals Inventory by Enrollment Status, Sex, Age, Degree Status, and Race	27
2.	Rank Order of Career Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	28
3.	Three Primary Career Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	30
4.	Rank Order of Personal Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	31
5.	Three Primary Personal Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	32
6.	Rank Order of Social Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	34
7.	Three Primary Social Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	35
8.	Rank Order of Academic Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	37
9.	Three Primary Academic Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	38
10.	Rank Order of Cultural Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	40
11.	Three Primary Cultural Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	41

TABLES (cont.)

Table		Page
12.	Rank Order of Community Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	43
13.	Three Primary Community Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race	44
14.	Three Primary Goals Indicated as First Priority by All Respondents	45
15.	Three Primary Goals Indicated as Second Priority by All Respondents	46
16.	Three Primary Goals Indicated as Third Priority by All Respondents	47

Chapter 1

INTRODUCTION

Kirkwood Community College experienced a rate of attrition which the College's President deemed to be unacceptable. Several studies were done in an effort to determine the causes of this student attrition. One of these studies indicated that

> the reasons for academic persistence, or lack of persistence, are many and the ascribing of a common trait or characteristic to those who fail to persist is merely an administrative objective. (Koefoed, 1984a:8).

It follows therefore that the existence of individual differences in cognitive aptitude for learning from instruction, that is among the most longstanding well-established facts in educational psychology, (Snow, 1984:347) could also contribute to attrition. These facts tended to indicate that determining the goals of the students might shed some light on the problem of attrition. It may be that student goals and aspirations that do not match institutional offerings may be a cause of attrition. Many students know what they want, they later find out that the college they have selected may not provide what they want. As Alexander and Cook (1979:12) stated, "For most students, educational goals are indeed longstanding. For some . . .

these extend back prior to the tenth grade." If these goals are that longstanding, then it would follow logically that the institution's failure to meet these goals could cause the student to be part of the perceived attrition problem.

Background and Significance

"The Mission of Kirkwood Community College is to serve the community and its people by identifying needs, providing and promoting accessible quality education, training and related services." (Kirkwood, 1984:17). This statement reflects the College administrators' commitment to serving the needs of everyone in the community, and is an extension of the the "Open Door" philosophy that is a hallmark of the institution.

Certain administrators remain committed to this policy regardless of the attrition rate. They have, however encouraged and directed research efforts to reduce student attrition. While at the Nova Summer Institute at Fort Lauderdale, Florida, in 1979, the author attended a presentation by Ann Otto. Her presentation described a research project on the examination of student goals. A copy of the research to which Otto referred was obtained and reviewed. After reviewing the report, the Dean of the Arts and Sciences Division was approached with the proposal that the research be replicated at Kirkwood Community College. The Dean was supportive and suggested that the

Vice President for Academic Affairs be consulted regarding this proposed research.

The Vice President for Academic Affairs was contacted and he recommended that the proposal be presented to the President of the College. The President was contacted. The research and findings of Otto's study were discussed. As a result of this conversation, the President of the College gave permission and encouragement for the proposed research to be conducted. (Appendix E).

Research Questions

The major issue involved in this study was whether or not Kirkwood Community College provides services that meet the needs of the students. If key administrators do not know what those needs are, then it would be foolhardy to assume that the needs of the students can be met by the services provided at the College.

The major research questions which this study addressed were as follows:

1. What are the primary goals of the incoming students in the area of career development?
2. What are the primary goals of the incoming students in the area of personal development?
3. What are the primary goals of the incoming students in the area of academic development?

4. What are the primary goals of the incoming students in the area of social development?

5. What are the primary goals of the incoming students in the area of cultural development?

6. What are the primary goals of the incoming students in the area of community development?

7. What are the top three goal priorities of all respondents?

8. Based upon the responses to the previously listed seven research questions, what services can the College provide which can assist the students in meeting their needs?

Definition of terms

The following are the operational terms which were utilized in the conduction of this study. The operational definition is the most explicit method to clarify meanings for both author and reader, (Babbie, 1980:70), and is intended to accomplish this, and nothing further.

PART-TIME STUDENT - one who intends to register for 11 quarter credit hours, or less, of coursework.

FULL-TIME STUDENT - one who intends to register for 12, or more, quarter credit hours of coursework.

CAREER-ORIENTED MAJOR - all majors in the Vocational-Technical Division, and all majors on the Arts and Sciences majors list, (Appendix D), with the following

exceptions: 10104-Liberal Arts, 10118-Pre-Historical Science, 10122-Pre-Music, 10137-English as a Second Language, 10139-Other, and 10140-Undecided.

STUDENT GOALS INVENTORY - the research instrument, a copy is attached as Appendix A. It is also refered to, and abbreviated elsewhere, in this study as: SGI.

DEGREE SEEKING STUDENT - any student who did not check the box marked "non-degree seeking" on the SGI.

NON-DEGREE SEEKING STUDENT - any student who did check the box marked "non-degree seeking" on the SGI.

Limitations of the Study

The study was limited to examination of the goals of those students who returned the questionnaire.

The study was limited to those incoming students who enrolled for the Winter Quarter, 1984, at Kirkwood Community College.

The study was limited to the inferences which could be drawn from data.

The study was limited in that the author had no empirical knowledge of reasons why any individual student in the target population might have chosen not to return the questionnaire.

The study was limited to a sample size dictated by the percentage of questionnaires which were returned.

The study was limited in that the sample did not include students from any other quarter.

Assumptions of the Study

It was assumed that the students could understand and correctly interpret the goal statements of the Student Goals Inventory.

It was assumed that the students in the target population would report their goals honestly.

It was assumed that the students in the target population would have a sufficient understanding of their motivations to know what their goals were.

It was assumed that a representative sample of the target population would return the questionnaire.

It was assumed that the students in the target population would be able to read and understand the instructions regarding the completion and return of the Student Goals Inventory questionnaire.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

Since relatively few studies have been conducted concerning student goals within the context of the community college, (Otto, 1980:14), the literature review focused primarily on the problem of attrition. This was the problem which lead to the institutional support for the research project, and hopefully the results of the research will generate an institutional reaction to the recommendations and suggestions which may reduce attrition at Kirkwood Community College, and by dissemination of the results improve retention in community colleges throughout the country.

Attrition

Although the attrition rate at Kirkwood Community College has been deemed "unacceptable" by the College's President, the problem of attrition is not unique to Kirkwood Community College. The literature shows that "all types of students, including those of serious intellectual interest and high academic ability, withdraw from the

comprehensive community college." (Jones and Dennison, 1972:45). One of the hypotheses posited is that faculty and administrators cannot understand the phenomenon of student attrition because they do not know the goals of their students. In a manual issued by the Florida Department of Education's Division of Community Colleges (1976:1) specified:

> Traditionally, it was believed that a student attended the community college to obtain a degree which led to a specific occupation or transfer program. But, it is becoming more apparent that students who leave the community colleges prior to obtaining a degree secure meaningful occupations and/or accomplish other goals which they have defined.

An unpublished research study (Koefoed, 1977) produced data which supported this contention. Analysis of the results of the aforementioned research study indicated that there was no significant difference in the degree of satisfaction with what the student gained from attendance at the College between completers and non-completers. Both groups were satisfied, and stated that they "got what they came for." (Koefoed, 1977:28). According to Cetron, (1985:18), three quarters of the students in the United States do not graduate from college, and therefore, "A major responsibility of schools in the future will be to prepare students to enter a rapidly changing job market." Students leaving colleges, either as graduates or non-graduates, are a product of the college. The question for the future will

be: "Did the college provide the student with the services that he or she needed to achieve maximum benefit from attendance at the college?" The students, both graduates and non-graduates, will be the judges. Society will not ask if the student graduated and in what major, but they will be looking to the former students to see if they believe that they benefited from the experience.

Because the faculty and administrators of most colleges and universities have no scientific data describing the goals and objectives of their students, they cannot know if college programs and services meet the students' needs and wants. In fact, the attrition rate could suggest that the programs and services do not meet the needs of the students. In Bell's study, he stated that although students had clear reasons for enrolling, many of them reported that student services were not congruent with their needs and learning objectives. (1984:17).

Kirkwood Community College has enjoyed a reputation for excellence in vocational and career education, which is supportive of Block's (1983:197) contention that "practical education finds its home in less prestigious public colleges, community colleges and proprietary schools." (1983:197). Career education seemed to have a better rate of retention than Liberal Arts education at Kirkwood, as evidenced by a graduation rate ten times higher than that for Liberal Arts. (Koefoed, 1984a:22). This enhanced

retention rate for career education is not necessarily a result of major selection alone because the choice may not have been made with the best of decision making ability. (Stimac, 1977:159). However, the selection of a career oriented major can act as a predictor of future academic success for a student simply because the decision itself reflects an attitudinal awareness which could have an effect on future performance. (Stock, Schmid, and Heinen, 1977:73). This can be further supported by Franklin's (1977:285-297) contention that selection of a career-oriented goal, or major, may imply an identification with the perceived self-concept of that career and its perceived status within society.

The apparent strength of career education programs is obvious when one asks the students what they want, as Krukowski (1985:12) stated,

> What do students want? For what are they and their parents willing to pay? In a word the answer is status, especially the status that is attached to a prestigious institution. Students are eager, and more than willing to pay, to attend a college with the reputation or programs they believe will lead to high-paying jobs and top professional schools. The market for entry papers to prosperous middle-class life is booming; the market for an education, especially the liberal arts education that's been so central to our collegiate tradition, is dying.

This is not to mean that career education is the only "right" type of education or training. We should be cautious about this type of assumption and be aware of the limitations caused by this type of thinking. The caution

was expressed by Duke (1985:673) when he stated:

> The danger of an educational system driven by a single conception of success and monitored by standardized tests is that too much stress will be placed on the "one best way" and the single "right" answer.

Schwerin (1983:171) advocated a more diversified approach, she argued that Career education must contain a Liberal Arts component, and stated "Throughout the technical course sequences, liberal learning must be encouraged, integrated and practiced." This was echoed by the Acting Dean of the University of Iowa, Gerhard Loewenberg, who was quoted as stating that, "If you don't have a Liberal Arts education, you can't survive very well in today's society." (Francisco, 1984:71A).

Liberal Arts education and Career-oriented education, or Vocational-Technical education are essential to one another, because Liberal Arts education

> addresses the student's full growth potential for the future, the interpretive and analytical skills, the knowledge on which to base future career and personal decisions, and the critical thinking which may determine social and political directions for the individual. (Schwerin, 1983:170).

Therefore, we should not remove the Liberal Arts requirement from career programs and teach only technical courses. Society has found the cognitive skills and attitudes that are associated with liberal learning are absent in those who are trained only from a technical standpoint. (Rudolph, 1984:17). Alfred (1984, 4-5) postulates that community colleges should be strengthening

the Associate Degree requirements in accord with what is needed by the agencies, organizations and other institutions of higher learning that receive our graduates, and non-graduates. Without meeting the needs of these groups, the college loses some of its community support. This viewpoint is one which finds much support at Kirkwood Community College. Faculty and administrators are in agreement that students need the cognitive skills which they can learn at our College. The problem lies in the common perception that many of our students are underprepared for the rigors of college level academic endeavors.

The foundations for academic success are laid in early educational achievements, and attrition is often as result of a lack of those early achievements. A recent article in the National Education Association's Newsletter, NEA Higher Education Advocate, supports this contention in a quote from NEA President, Mary Hatwood Futrell:

> The times demand that we recognize that no one part of education in the United States States can prosper if any one part hits bad times. The child who fails to master elementary school lessons will become the college student who needs remedial help. Excellence in education is indivisable. (1985:1).

Administrators of the comprehensive community college rank open-door admission and serving of non-high-school graduates as a major priority, while registered voters in one study rank it dead last. (Doucette, 1985:198). Trying to predict which students will succeed in their academic performance is difficult, as Griffin (1978:14) stated:

> The literature on academic achievement prediction is vast. Formerly, cognitive criteria such as previous academic achieve- ment, and achievement test scores have been used to predict future school success. However, mounting evidence questions the validity of these traditional measures, particularly for community college students.

Griffin (1978:8) also stated that those students who seem to comprise the greatest number of attrition statistics seem to be those students who "have a poor self-concept (and) little faith in his or her ability. They are often afraid to attempt a learning task. If they do, the level of achievement if low.

In another study, Blai stated that schools with small enrollments and small class sizes enjoy a higher retention rate than those with large enrollment and large class sizes. (1972:21-23). Another study also showed that students tend to receive higher grades in smaller classes of 20-35 students than they do in classes where the class is conducted in a large lecture hall seating 75 or more students. (Koefoed, 1984b:17). Therefore, it appears that the causes of attrition are many, and often the objectives of the institution may be incongruent with the objectives of its students. This was illustrated in an article by Doucette and Richardson, where they stated that setting institutional goals is one facet of the planning process. Matching institutional behavior to those goals is another facet and the process of allocating scarce resources to those goals is yet another, and often contradictory facet of

the total process. (1985:189-205). The Carnegie Foundation (1977:50) also was concerned with the problem of designing "a curriculum that was consistent with the institutionally designed mission."

The open-door comprehensive community colleges have undertaken a mission to serve the new student. These students come from the lower third of his or her high school class. (Cross, 1974:18) and, often, are not identified by personnel from the admissions office. This classification of student may be part of the attrition problem. In addition, the non-traditional students, who are older and who may have different goals, (Roueche and Pittman, 1972:63) may also be part of the attrition problem. Both of these student groups could be identified in Griffin's catagory of low achievement level students.

Wiener (1984:52) stated that

> Between 60 and 70 percent of all community college students must take remedial courses. In numbers attending the community colleges throughout the nation, 2.5 to 3 million students cannot read at the college entry level.

This lack of literacy also contributes to the attrition problem and may be one of the major causes. As Callas (1985:31) points out, ". . . if colleges accept students needing help, they must find ways to help them, and they must do this efficiently and effectively."

Roueche and Baker (1985:5) also argue that

> Colleges that were realistic about their new problem realized that an appropriate curriculum had to be

> offered to underprepared students, that these students could not be allowed to enroll in regular freshman courses.

Roueche and Baker went on to state that developmental programs that aid retention are usually administratively supported, although little evidence of the relationship has been demonstrated thus far. They further postulate that the biggest problem in community colleges is the diversity of literacy within the college classroom and how to deal with it. (1985:7-9).

A connection can be drawn between the social unrest of the 1960's and the resultant educational reaction. The social unrest of the 1960"s fostered a climate of inquiry and challenge to established educational values and procedures. This led to many educational innovations, such as the "University Without Walls" in Berkeley, California. Copperman argued that the social unrest of the 1960's contributed to the decline of literacy, the open admissions policy, and declining standards. All of these factors contribute to the continuing discussion of the social unrest of the 1960's, and education's reaction to that unrest. (1978:106-111). The reaction of educational leaders to the suggestions and recommendations of many of the "experts" in the field has caused new problems due to incorrect assumptions in their theories. (Block, 1983:183). This fact should cause us to ponder carefully before striking out in yet another new direction. It is generally accepted that

> nothing has more profoundly affected their (the comprehensive community colleges') evolving mission than the accommodations made to the new student populations. (McCartan, 1983:677).

Before we embark on a radically new curriculum direction, we should carefully evaluate the existing curriculum of the college, as well as the stated mission of the college. For as Green and Stone (1977:4) stated:

> Evaluation (appraisal) is the systematic documentation of the consequences (results or effects) of programs (curriculums) and the determination of their worth (merit) in order to make decisions about them.

Examination of the evaluations which have taken place indicate that although much research activity and educational theorizing has taken place, community college educators have purported to serve a population whose needs have remained relatively unidentified. Educators have assumed knowledge of student goals without actually assessing these goals, or reasons for educational pursuit, from the student's standpoint. (Otto, 1980:28).

Rationale for Student Goals Approach

The student goals approach was endorsed by Cohen when he suggested that we should ask the students who have matriculated in a community college what they want and what are they getting. (1979:14-18). The approach which most educational institutions have been following does not do this, according to Otto. In fact, both the Florida Division of Community Colleges (1976:1) and Kent Beeler

(1977:14) have found that there has been a lack of research on the subject of student goals. (Otto, 1980:17). Otto went on to state that the concept of asking the student why they were attending a community college may help the institutions to plan activities to fulfill the needs of the students. (1980:18). It is the author's hypothesis that if the administrators of the institution know why the students are in attendance and what they hope to gain from the experience, then those administrators can make appropriate decisions and plans that will more effectively serve its students and its community - which is its state-mandated mission.

Summary

The diversity of the clientele served by the community college makes it difficult to predict what they need in the way of services. The changing state of the economy and of work in general makes it difficult to prepare students for careers - which may not exist by graduation day. Not knowing the wants or desires of the students can lead to dissatisfaction with the product (education) offered by the college, and not being in touch with the community can lead to dissatisfaction with the product (graduates and non-graduates) being produced.

Therefore, as part of the community colleges' marketing plan, it behoves them to survey the incoming

students to find out what they want to gain from the matriculation at the college. This should be an ongoing activity. Hopefully, this research will lead to results which will encourage such an ongoing activity.

Chapter 3

PROCEDURES AND METHODOLOGY

Purpose of the Study

The purpose of this study, which replicates a study done in 1979 at Florida Keys Community College by Ann Otto, was to determine the three primary goals for incoming students in credit programs at Kirkwood Community College for the Winter Quarter, 1984. Intent was also to analyze the frequency with which the target population selected each of the goals which were listed in the Student Goals Inventory. This was the instrument used to measure the frequency and ranking of these student goals. The analysis included a comparison of goal selection by various demographic segments: (1) part-time and full-time students, (2) male and female students, (3) under twenty-seven and twenty seven and over age groups of students, (4) degree and non-degree seeking students, and (5) white and non-white students.

Procedures

The research design was primarily descriptive. The Student Goals Inventory (SGI) was pilot-tested at Florida Keys Community College during 1979. (Otto, 1980:30). The SGI

was retyped, adding the category of "Race," and reproduced. The SGI (Appendix A) was then mailed to every student who had applied for admission to credit programs at Kirkwood Community College, for Winter Quarter, 1984. The mailing included a cover memorandum from the Assistant Dean of Students (Appendix B) which explained the questionnaire (SGI) and gave directions for completion.

The memorandum also requested the students' cooperation by completing the questionnaire and returning it, regardless of their intention to enroll. A postage-prepaid envelope was provided. It was addressed to the Assistant Dean of Students at Kirkwood Community College. The questionnaires that were returned were held by the Secretary at the Office of the Assistant Dean of Students until they were collected.

The use of a mail out survey questionnaire was determined to be the most effective manner in which to reach the target population because Kirkwood Community College utilizes a number of different registration procedures. None of these registration procedures results in all the students being on campus at a given time. The use of a mail out/mail return questionnaire determined that a return rate of from ten to eighty percent could be expected. (Backstrom, 1981:118). Of a mailing of 584 questionnaires, 159 were returned, which was a return rate of 27.2 percent. Four of the questionnaires lacked sufficient information as

to be useable, and were discarded. An additional twenty-two questionnaires were from students who did not enroll for the Winter Quarter, 1984. Their questionnaires were not considered for the majority of this study, but were integrated into tables 14 through 16 which display the indicated goal priorities of all respondents. Of the 339 students who actually enrolled at the College for the Winter Quarter, 1984, 133 returned their questionnaires for a return rate of 39.5 percent, which was considered acceptable.

Once the completed questionnaires were received, they were examined and student responses were coded in accordance with the revised code book (Appendix C) and entered into an Apple IIe Microcomputer using A-STAT, a statistical software package based upon Princeton University's P-STAT. Demographic data including the student's name, age, sex, major, race, and enrollment status were coded. The data also included the student's choices in each of the six student goals areas: career, personal, social, academic, cultural, and community. A frequency distribution was created for each of the goal areas for each of the following student groups: (1) all respondents, (2) part-time and full-time, (3) male and female, (4) under twenty-seven and twenty-seven and over age group, (5) degree and non-degree, and (6) white and non-white. Tables are used to depict the goals most frequently chosen for each of the six student

goals areas. Tables were also created for the prioritized top three goals in rank order, for first, second, and third most important goals for all respondents. Based upon the most frequently selected student goals, recommendations were made concerning services that the institution may choose to offer to assist students attain their goals. This information would also be helpful in an attempt to reduce the attrition rate to a level which may be more acceptable to certain administrators and the College's President.

Population

The population for purposes of this study included all new incoming students for the Winter Quarter, 1984, at Kirkwood Community College. The Student Goals Inventory was mailed to all 584 students who applied for admission for the Winter Quarter, 1984. The only applications that were included in this study were those that had been processed by November 21, 1984 - one week prior to the start of the quarter. The 159 questionnaires that were returned were compared to enrollment records, and those 133 questionnaires identified as being completed by incoming students, the target population, were considered for this study. The 133 questionnaires returned from the sample population comprised the source data documents for this study. Table 1 displays the demographic distribution of the sample population, which was compared to total enrollment and was found to

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approximate the demographic distribution for the total student population at Kirkwood Community College. Therefore, the sample population appears to be representative of the total student population at the College.

Questionnaire Design

The questionnaire used in this study was a modification of the questionnaire used at Florida Keys Community College in 1979, by Otto. She was contacted by telephone and asked if she were to do the study again, what changes would she make? Otto suggested that the only new area she would address would be to control for "Race" to see if it had any effect on the Student Goals Inventory. Therefore, the category of "Race" was added to the SGI. The Student Goals Inventory was developed by the State of Florida's Division of Community Colleges for use in public two-year colleges. It was validated by a panel of experts, and its reliability was established through field testing. (Otto, 1980:32).

Methodology

The major issues in this study, which replicates a study done by Ann Otto at Florida Keys Community College in 1979, were to determine the three primary goals for incoming students enrolled at Kirkwood Community College in the

Winter Quarter, 1984. The Student Goals Inventory was the research device used to determine student goals in the following categories: career development, personal development, academic development, social development, cultural development, and community development. A demographic distribution was generated and the prioritized student goals were ascertained for the following categories of students: (1) all students; (2) part-time and full time; (3) male and female; (4) under twenty-seven and twenty-seven and over age group; (5) degree and non-degree seeking; and (6) white and non-white students.

In the directions for the completion of the Student Goals Inventory, the respondents were instructed to check all of the goal statements within the six categories of development that applied to them individually. Therefore, the tabulation of the results are a numerical ranking based upon the total number of times that a particular goal statement was selected, rather than as a percentage of the total population. Unless otherwise stated, all results are given as rank order distributions.

In Tables 2 through 13, the goal statements are prioritized within the six general goal areas. The rankings were accomplished based upon the frequency of selection. Where two goal statements were selected with equal frequency, the same ranking was designated for each and the next ranking number was deleted. In this manner, some

categories are designated with two "3" rankings and the "4" ranking is eliminated. A summary of frequency distributions for each of the goal statements within the general goal categories is contained in Appendix F. The frequency distribution for all responses to the goal statements in the Student Goals Inventory is contained in Appendix G.

Chapter 4

PRESENTATION OF RESULTS

The purpose for this study was to determine the three primary goals of the incoming students at Kirkwood Community College. The instrument which was administered was the Student Goals Inventory. The following catagories of development were examined: (1) career, (2) personal, (3) academic, (4) social, (5) cultural, (6) community. The target quarter for this study was the Winter Quarter, 1984. Table 1 reflects the distribution of the sample population by the following demographic characteristics: (1) part-time and full-time students, (2) male and female students, (3) under twenty-seven years of age and twenty-seven years of age and older age groups, (4) degree and non-degree seeking students, and (5) white and non-white students. The distribution of the sample population was compared to the total student population enrolled for credit courses during the Winter Quarter, 1984. This distribution was composed of the students who responded to the Student Goals Inventory (the sample) and was found to approximately represent the total student population which was enrolled in the credit programs at Kirkwood Community College during that quarter.

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The first major category on the Student Goals Inventory was Career Development. There were fourteen goal statements reflecting possible goal choices that a student might choose to pursue at the community college level. Table 2 indicates the rank order listings for these goal statements based upon the frequency of response from each demographic segment of the sample population.

Table 1

Categorization of Number of Students Responding to Student Goals Inventory by Enrollment Status, Sex, Age, Degree Status, and Race

Student Categories	Number	Percent (Rounded to the nearest tenth)
All	134	100.0
Part-time	34	25.7
Full-time	98	74.2
Not Marked	2	.0
Male	50	37.3
Female	84	62.7
Under 27	86	64.2
27 and Over	48	35.8
Degree	121	90.3
Non-degree	13	9.7
White	89	66.4
Non-white	5	3.7
Not Marked	40	29.9

Table 2

Rank Order of Career Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Determine a career goal	7	5 / 6	6 / 5	3 / 9	7 / 7	7 / 4
Prepare for immediate entry-level occupation	3	6 / 2	5 / 3	4 / 4	3 / 1	3 / 2
Meet employment requirements of specific job	1	3 / 1	1 / 2	2 / 2	1 / 1	2 / 1
Discover career potentialities and competencies	1	1 / 4	3 / 1	1 / 4	1 / 1	1 / 4
Develop management/leadership skills	5	3 / 2	4 / 6	6 / 3	5 / 5	4 / 4
Earn an Associate in Science Degree (get a job)	6	6 / 5	7 / 4	5 / 7	4 / 8	6 / 4
Earn an Associate in General Science Degree	13	13 / 12	12 / 13	12 / 13	13 / 14	13 / 13
Earn a planned occupational certificate	8	8 / 8	8 / 8	8 / 7	8 / 5	8 / 2
Take courses to keep current in field	10	11 / 9	11 / 9	9 / 11	10 / 8	9 / 9
Take courses to retain present job	14	13 / 14	12 / 14	14 / 13	14 / 11	14 / 13
Take courses to get a promotion	9	8 / 10	9 / 11	11 / 6	9 / 11	9 / 9
Prepare to change occupations	4	2 / 7	2 / 7	7 / 1	5 / 4	5 / 9
Prepare for local, state, national board exams	12	12 / 12	14 / 12	13 / 12	12 / 11	12 / 9
Others	10	10 / 10	10 / 10	10 / 10	10 / 8	11 / 4

Otto's study (1980:38) indicated that most students attend college primarily to acquire and improve occupational skills necessary to gain employment. This finding was confirmed through the results displayed in Tables 2 and 3. The three goal statements selected with the greatest frequency all are related to occupational skill-seeking areas. This also confirms Bell's findings that the first two reasons given by respondents on why they enrolled were: (1) to improve existing skills, and (2) to prepare for a job. He also noted that there was a very slight variance in selections by persisters and dropouts. (1984:17). It should be noted, however, in the current study, that students in the 27 and over age group selected "prepare to change occupations" as their number one goal in the career development area.

Tables 4 and 5 display the results in the area of Personal Development. There were sixteen goal statements reflecting possible goal choices in the area of personal development which a student could select as being important to him or her. The frequency of like responses indicate a general agreement among the respondents as to the relative importance of the personal development goal statements. It should be noted that almost every category of student indicated that the goal of "develop self-worth and confidence" was number one. This agrees with Otto's contention, as supported by Terenzini, (1975:430) that

Table 3

Three Primary Career Development Goals Indicated by Student Enrollment Status Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time / Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Determine a career goal				3 /		
Prepare for immediate entry-level occupation	3	/ 2	/ 3		3 / 1	3 / 2
Meet employment requirements of specific job	1	3 / 1	1 / 2	2 / 2	1 / 1	2 / 1
Discover career potentialities and competencies	1	1 /	3 / 1	1 /	1 / 1	1 /
Develop management/leadership skills		3 / 2		/ 3		
Earn a planned occupational certificate						/ 2
Prepare to change occupations		2 /	2 /	/ 1		

Table 4

Rank Order of Personal Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statement	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Explore talents, skills, & abilities to determine goals	4	3 / 6	3 / 5	2 / 9	3 / 4	5 / 2
Successfully undergo transitional period	3	4 / 4	4 / 4	6 / 1	3 / 2	3 / 8
Assist in personal adjustment	7	7 / 7	11 / 7	10 / 5	7 / 8	7 / 2
Understand myself better	8	6 / 11	8 / 8	9 / 7	8 / 7	9 / 1
Develop self-worth and confidence	1	1 / 1	1 / 1	1 / 2	1 / 1	1 / 2
Meet my physical needs	13	15 / 12	14 / 12	13 / 12	13 / 12	12 / 8
Focus on my personal growth	6	7 / 5	5 / 5	5 / 5	6 / 4	4 / 8
Clarify my values	9	10 / 9	6 / 11	6 / 10	9 / 10	10 / 2
Develop personal strengths	2	2 / 2	2 / 2	4 / 3	2 / 2	2 / 2
Explore/understand my feelings, thoughts & behaviors	11	9 / 10	10 / 10	6 / 11	11 / 10	8 / 8
Explore my attitudes toward marriage, parenthood and/or divorce	12	13 / 13	12 / 12	12 / 14	12 / 14	13 / 14
Aid in adjustment to change in life style	9	10 / 7	9 / 9	11 / 4	10 / 8	10 / 2
Learn more about my health	14	14 / 14	15 / 14	13 / 16	14 / 14	14 / 14
Postpone the time when I will be financially independent	16	15 / 16	15 / 16	16 / 15	16 / 14	16 / 14
Focus on my independence	4	5 / 3	6 / 3	3 / 7	3 / 4	6 / 8
Others	15	12 / 15	13 / 15	15 / 13	15 / 13	15 / 8

Table 5

Three Primary Personal Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Explore talents, skills and abilities to determine goals		3 /	3 /	2 /	3 /	/ 2
Successfully undergo transitional period	3			/ 1	3 / 2	3 /
Assist in personal adjustment						/ 2
Understand myself better						/ 1
Develop self-worth and confidence	1	1 / 1	1 / 1	1 / 2	1 / 1	1 /
Clarify my values						/ 2
Develop personal strengths	2	2 / 2	2 / 2	/ 3	2 / 2	2 / 2
Aid in adjustment to change in life-style						/ 2
Focus on my independence		/ 3	/ 3	3 /		

personal growth and development is uppermost in the minds of most college-age students. (1980:40). The findings of this study also concurred with Otto's results in the fact that the goals of learning more about personal health and postponing financial independence were consistently marked last by the respondents. (1980:40).

The third major category on the Student Goals Inventory - social development - provided eleven goal statements in the area of social development which the respondents could select as being important to them. The frequency of like responses for various segments of the student sample population indicates a general agreement on the relative importance of the various goal statements. It is almost universally accepted as goal number one to interact with people of various ages and backgrounds. As in Otto's study, exercising leadership skills and participating in athletic programs achieved a low ranking. (1980:44). This is in contrast to Jones' (1985:118) contention that

> Physical education today is an indispensable part of the total education, because in our educational system it is the primary source of the development of vitality. It deals in action; it does far more that just talk or theorize.

Tables 6 and 7 display the results in the area of social development, and indicate that developing a social awareness is also relatively important for most student catagories.

The fourth major category on the Student Goals Inventory - academic development - provided ten goal

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Table 6

Rank Order of Social Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and over	Degree/ Non-degree	White/ Non-white
Become active in organizational life of the college	8	10 / 8	8 / 8	7 / 11	8 / 6	8 / 8
Take an active leadership role	9	6 / 9	7 / 9	9 / 7	9 / 6	9 / 4
Enhance abilities in social interaction	3	3 / 4	4 / 3	3 / 2	3 / 3	3 / 4
Learn more about teamwork, cooperation, and group skills	5	2 / 5	5 / 5	5 / 4	5 / 5	5 / 1
Interact with people of various ages and backgrounds	1	1 / 1	2 / 1	1 / 1	1 / 1	1 / 1
Participate in athletic/recreational programs	10	8 / 10	8 / 10	10 / 10	10 / 11	9 / 8
Exercise my social responsibility	6	8 / 6	6 / 6	6 / 7	6 / 6	6 / 4
Develop social awareness	2	4 / 2	1 / 2	2 / 5	2 / 1	2 / 1
Obtain the education that's expected of me	4	4 / 3	2 / 4	4 / 2	4 / 3	4 / 4
Develop an understanding of other ethnic an social groups	7	7 / 7	10 / 7	8 / 6	7 / 6	7 / 8
Others	11	11 / 11	11 / 11	9 / 11	11 / 6	11 / 8

Table 7

Three Primary Social Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Enhance abilities in social interaction	3	3 /	/ 3	3 / 2	3 /	3 /
Learn more about teamwork, cooperation, and group skills		2 /				/ 1
Interact with people of various ages and backgrounds	1	1 / 1	2 / 1	1 / 1	1 / 1	1 / 1
Develop social awareness	2	/ 2	1 / 2		2 / 1	2 / 1
Obtain the education that's expected of me		/ 3	2 /	2 / 2	/ 3	

statements that a student might choose to pursue at the community college level. Table 8 displays the rankings for each of these goal statements based upon the frequency of responses for each segment of the sample population. The frequency of like ranking indicates a general agreement among the students as to the importance of the academic goal statements. "Learning more about my field of interest" was selected as number one by all save one segment of the sample population. The current study also agrees with the results of Otto's (1980:47) study in the low ranking of "increasing grade point average for transfer" and "other" academic goals, but the "striving for academic recognition" goal statement moved up to number five for all respondents. Part-time and non-white students did agree with the group in Otto's (1980:47) study and ranked it low.

Table 9 indicates that the number one goal for all of the student sample population is to learn more about their individual field of interest. This agrees with the findings in Otto's study. (1980:47). Otto's group chose "upgrading of basic skills" as number two more often than the current study, but it was number three among the current group. "Critical thinking ability," which was number three for Otto's group, was only selected by the segments of 27 and over and non-white students. "Increased communication skills" was selected as number two more often in the current study.

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Table 8

Rank Order of Academic Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Upgrade basic academic skills	3	1 / 3	3 / 2	2 / 4	3 / 3	3 / 2
Further develop communication skills	2	1 / 2	2 / 2	1 / 3	2 / 2	2 / 3
Develop ability for critical thinking	4	4 / 4	4 / 4	4 / 2	4 / 5	4 / 3
Upgrade grade point average for entry/reentry to university	8	6 / 8	8 / 7	8 / 9	8 / 9	8 / 9
Earn an Associate in Arts degree	7	6 / 7	6 / 8	7 / 7	7 / 8	7 / 5
Prepare for transfer to university	9	9 / 10	9 / 10	9 / 9	10 / 5	9 / 5
Learn more about my field of interest	1	1 / 1	1 / 1	3 / 1	1 / 1	1 / 1
Pursue an area out of intellectual curiosity	6	5 / 6	5 / 6	6 / 5	4 / 6	6 / 5
Strive for academic recognition	5	8 / 5	7 / 5	5 / 6	5 / 5	5 / 9
Others	10	10 / 9	10 / 9	7 / 10	9 / 9	10 / 5

Table 9

Three Primary Academic Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27 27 and over	Degree/ Non-degree	White/ Non-white
Upgrade basic academic skills	3	1 / 3	3 / 2	2 /	3 / 3	3 / 2
Further develop communication skills	2	1 / 2	2 / 2	1 / 3	2 / 2	2 / 3
Develop ability for critical thinking				/ 2		/ 3
Learn more about my field of interest	1	1 / 1	1 / 1	3 / 1	1 / 1	1 / 1

The fifth major category on the Student Goals Inventory - cultural development - provided five alternative goal statements that a student could select as being important to him or her. Table 10 displays the ranking for each of these goal statements based upon the frequency of responses for each of the sample population segments. The frequency of like rankings for the various segments of the sample student population indicates a general agreement upon the relative importance of each of these cultural development goal statements. It should be noted that the "development of artistic, dramatic, and musical talents," and "other" cultural development goals achieved a low ranking, as they did in Otto's study. (1980:50). This could be a symptom of our educational problems, for Browne argued that culture is important and should be viewed in its context. The culture that looks only to its past should change its outlook. (1984:1-8). Table 11 displays the three primary cultural development goals, and agrees with the findings in Otto's study that "pursuit of avocational interests" and "development of skills and interests for leisure time" are ranked high. (1980:50).

The sixth major category on the Student Goals Inventory - community development - provided seven alternative goal statements that the student could select as being important to him or her. Table 12 displays the rankings for these goal statements based upon the frequency

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Table 10

Rank Order of Cultural Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Pursue avocational interests	1	2 / 1	1 / 1	2 / 1	1 / 1	1 / 1
Develop cultural and aesthetic appreciation	3	4 / 3	3 / 3	3 / 4	3 / 4	3 / 2
Develop artistic, dramatic/ musical talents	5	3 / 5	4 / 5	4 / 5	5 / 4	4 / 5
Develop skills/interests for leisure time	2	1 / 2	1 / 2	1 / 3	2 / 2	2 / 2
Others	4	4 / 4	4 / 4	5 / 2	4 / 3	5 / 4

Table 11

Three Primary Cultural Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Pursue avocational interests	1	2 / 1	1 / 1	2 / 1	1 / 1	1 / 1
Develop cultural and aesthetic appreciation	3	/ 3	3 / 3	3 /	3 /	3 / 2
Develop artistic, dramatic/ musical talents		3 /				
Develop skills/interests for leisure time	2	1 / 2	1 / 2	1 / 3	2 / 2	2 / 2
Others				/ 2	/ 3	

of response for each segment of the sample student population. The frequency of like rankings for the various segments of the sample student population indicates a general agreement as to the relative importance of each of the community development goal statements. It should be noted that "preparing for volunteer community service" and "others" received low rankings in both the current study and in Otto's study. (1980:53). Table 13 displays rankings which indicate that the number one goal for all segments of the sample student population is "learning more about the 'system.'" This is in keeping with DeMott's (1985:11) comments in a recent article, where he stated, ". . . noting the obvious: the "system" as it represents itself in the media is a great inducer of cynicism about yesterday's ideals" Understanding the "system" therefore, would be important to the "T.V." generation. Another area of agreement among the respondents is that "developing skills to become involved with the community" is number two, or tied with number one, in all catagories as well. This also agrees with the results of Otto's study (1980:53), as does the third priority of "learning more about shaping and changing the environment."

Table 14 displays the top three goal statement selected by respondents to the Student Goals Inventory The first priority ranking was not surprising - "To Earn An Associate in Science Degree (to get a job)." Following

Table 12

Rank Order of Community Development Goals Indicated by Student Enrollment Status, Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Learn more about shaping/ changing environment	3	3 / 3	3 / 6	3 / 5	3 / 5	3 / 3
Develop skills to become involved with community	2	2 / 2	2 / 2	2 / 2	2 / 2	2 / 1
Learn about community problem solving	5	3 / 6	5 / 4	4 / 4	5 / 5	5 / 3
Prepare for volunteer community service	6	7 / 4	7 / 4	5 / 5	6 / 3	6 / 3
Learn about the "system"	1	1 / 1	1 / 1	1 / 1	1 / 1	1 / 1
Develop community leadership skills	4	3 / 4	4 / 3	6 / 3	4 / 4	3 / 3
Others	7	6 / 7	5 / 7	7 / 5	7 / 5	7 / 7

Table 13

Three Primary Community Development Goals Indicated by Student Enrollment Status Sex, Age, Degree Status, and Race

Goal Statements	All	Part-time/ Full-time	Male/ Female	Under 27/ 27 and Over	Degree/ Non-degree	White/ Non-white
Learn more about shaping/ changing the environment	3	3 / 3	3 /	3 / 3	3 /	3 / 3
Develop skills to become involved with community	2	2 / 2	2 / 2	2 / 2	2 / 2	2 / 1
Learn about community problem solving		3 /				/ 3
Prepare for volunteer community service					/ 3	/ 3
Learn about the "system"	1	1 / 1	1 / 1	1 / 1	1 / 1	1 / 1
Develop community leadership skills		3 /	/ 3	/ 3		3 / 3

that, the second ranked first priority also related to getting a job, and the third ranked first priority related to keeping a job.

Table 14

Three Primary Goals Listed as First Priority by All Respondents

Rank Order	Goal Statement
1	To Earn An Associate in Science Degree (to get a job)
2	To Meet the Specific Employment Requirements of a Specific Job
3	To Take Courses to Keep Current In my Field

Table 15 displays the top three goal statements selected as second priority on the Student Goals Inventory by the student respondents. The second priority rankings were less focused on employment, and were more concerned with personal growth and development. Number one of the second priorities was "to succeed in a transitional period of life." Number two was "to explore my talents, skills, abilities and potentials in these areas in order to determine my goals." Thirdly, the students prioritized "aiding in a change in life style" and "upgrading basic academic skills" as being important in a second priority, after employment.

Table 15

Three Primary Goals Listed As Second Priority by All Respondents

Rank Order	Goal Statements
1	To Successfully undergo a transitional period in my life
2	To explore my talents, skills, abilities and potentials in these areas in order to determine my goals
3	To Aid in my adjustment to a changed style of living (retirement, change employment or maritial status, prison release,etc.)
3	To Upgrade my basic academic skills, (reading, writing, study and/or mathematics)

Table 16 displays the priority goals of the repondents to the Student Goals Inventory in their area of third priority. This third priority was even more diverse than was their second priority. The respondents indicated that they were interested in learning more about their field of interest, enhancing their abilities in social interaction and focusing on their independence as priorities one, two and three, respectfully in this third priority area.

Table 16

Three Primary Goals Listed as Third Priority by All Respondents

Rank Order	Goal Statements
1	To learn more about my field of interest
2	To enhance my abilities in social interaction
3	To focus on my independence

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results:

The purpose of this study, which replicates a study done in 1979 at Florida Keys Community College by Ann Otto, was to determine the three primary goals for incoming students in credit programs at Kirkwood Community College for the Winter Quarter, 1984. The survey instrument chosen was the Student Goals Inventory which assesses six categories of development: career, personal, academic, social, cultural, and community. (Otto, 1980:57). The goal statements in these particular categories were identified and ranked for: (1) all students, (2) part-time and full-time students, (3) male and female students, (4) under twenty seven and twenty seven and over age groups of students, and (5) white and non-white students.

The results of the study, as displayed in Tables 2 through 13, indicate a general agreement among the various population segments in terms of the ranked importance of the goal statements within each of the general goal areas. This conclusion is similar to the findings in Otto's study. (1980:57). As in Otto's study, the analysis of this study is directed toward the first, second and third priority

statements as selected by each segment of the sample population for each of the goal areas.

In the career development area, the major goal for all students was tied between: (1) Meet the employment requirements of specific job, and (2) Discover career potentialities and competencies. Part-time and male students were primarily concerned with the latter, while full-time and female students were primarily concerned with the former. Under 27 year old students were more interested in discovering their career potentialities, while 27 years old and over students were primarily interested in preparing to change occupations. Degree, non-degree and white students agreed on "discovering career potentialities" as being number one, while non-white students selected "Meet specific requirements of specific job" as their number one.

Several patterns can be determined from the data displayed in Table 3. First, there is a strong desire to determine career potential by students who may be characterized as part-time, female, under 27, white, and who may be either degree or non-degree seeking. Students who may be characterized as being full-time, male, non-white, are more concerned with meeting specific job requirements. However, part-time, male students who are 27 and over indicate a desire to prepare to change occupations. It is apparent from the goal statements on Table 3 that the most important goals in the area of career are aimed at finding

a job. This also is shown in Table 14 where the overall prioritizing of all potential goals statements by all respondents ranks statements aimed at getting a job as number one and number two, and number three is directed at keeping the job I've got. Therefore, it would be reasonable to conclude that the students in the sample population are primarily concerned with getting and keeping gainful employment. This is similar to Otto's findings. (1980:58).

In the area of personal development, the number one goal statement for nearly all segments of the sample population was "develop self-worth and confidence." The only segment that did not select this as their first goal was the group that was 27 years old and over. They selected "successfully undergo transitional period." The younger students again, with the exception of the 27 years old and over group selected "develop personal strengths as their number two goal, while the older students selected "develop self-worth and confidence. The older group selected the goal "develop personal strengths" as their third goal. This indicates that the students in the sample population are very concerned with personal growth in the area of self-confidence and personal strength. These goals are slightly lower in ranking than in Otto's study, which had them second and third behind determining a career goal, (1980:60), rather than first and second, as in the current study.

In the area of social awareness, the students in the sample population, with the exception of males, selected "interact with people of various ages and backgrounds" as their number one ranked goal statement. Males selected "develop a social awareness." This was followed by "develop a social awareness" and "enhance abilities in social interaction" as number two and three by the total group "all." These results were very similar to the results obtained by Otto. (1980:60).

In the area of academic development, the students in the sample population ranked "learn more about my field of interest" as number one. This was followed by "further develop communication skills" and then, "upgrade basic academic skills." Otto concludes that this ranking, which is similar to that in her study, indicates that students are serious about their studies, and plan to utilize all of the tools available to them to insure their success. (1980:61).

In the area of cultural development, "pursuit of avocational interests" is ranked number one by the students in the sample population followed by "develop skills and interests for leisure time." This ranking is nearly identical to that discovered by Otto and supports her contention that recreational activities are obviously a priority with students and this is congruent with the increased emphasis on leisure time activities in the United States. (1980:62).

In the area of community development, "learning about the "system"," was ranked number one by all segments of the sample population. "Develop skills to become involved with community" was ranked number two by every segment except non-whites. For non-whites, it was tied for number one. The third ranked goal was split between "learning more about the environment" and "developing community leadership skills." These findings compare favorably with Otto's but are slightly more polarized than were her findings. The importance about learning about the "system" seems to be a part of the younger students believing "it's who you know that counts!"

Conclusions

The conclusions, as listed, are based upon the prioritized rankings given to all goal statements in the Student Goals Inventory. They represent an interpretation of interests expressed through reponses to the Student Goal Inventory by the sample population. The similarity of responses between Otto's initial study and the current study lend strength to some of the conclusions. Although the conclusions can only be accurate based upon the population studied, the two studies close correlation can lend some credibility to broadening the conclusions to a larger student population of community college students.

Career Development

1. Career education is essential to assist students in the attainment of their career goals.

2. Career education is essential to assist students in the determination of their career goals.

3. Employment placement services are necessary to assist students in gaining employment upon leaving the college - with or without a degree.

4. Students are less likely to be concerned about taking courses to retain their present job, earning an Associate in General Studies Degree, or preparing for local, state, or national board examinations.

Personal Development

1. Counseling and guidance services are essential to assist students in the development of a realistic view of their self-worth, self-confidence, and personal growth capabilities.

2. Counseling services are essential to assist students in making transitions in their lifestyles.

3. Students are less concerned with knowledge concerning their personal health, postponing financial independence, and exploring their attitudes towards marraige, parenthood, and divorce, or meeting their physical needs.

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4. Students are only marginally interested in learning more about their feelings, thoughts, and behaviors. This may be because they do not perceive college as a place to explore these areas.

Social Development

1. Activities are desired which will foster opportunities for social interaction among students of different ages and backgrounds.

2. Opportunities should be encouraged which will provide students with experiences which may expand their social awareness, and increase their social abilities.

3. While social interaction with people of diverse ages and backgrounds is desired, the development of an understanding of other ethnic and social groups attained a relatively low ranking.

4. Students are less likely to be concerned with campus organizations, leadership opportunities, and athletic and recreational activities.

Academic Development

1. Activities are desired which will provide opportunities for students to learn more about their field of interest.

2. Opportunities should be provided for students to improve their communications skills.

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3. Provisions should be developed for the assessment of students' basic skills and opportunity to improve those skills.

4. Students are less likely to be concerned with transfer to the university, upgrading their grade point average, or earning an Associate in Arts Degree.

Cultural Development

1. Students are intent upon pursuing avocational interests, and developing leisure time skill.

2. While developing artistic, dramatic, musical, talents, and cultural and aesthetic appreciation may be considered leisure time activities, they did not attain a very high ranking among this student population. Nor did they rank high with Otto's group. (1980:66).

Community Development

1. Activities should be encouraged and developed which will provide the students with the opportunities to learn more about the "system" and how it functions.

2. Opportunities should be provided for the students to become involved with the community and improve their skills in this area.

3. Opportunities to learn more about the environment and how to change it should be fostered for the students who desire such opportunities.

4. Students appear to be less concerned with doing community volunteer work, probably for much the same reasons as they were not likely to be interested in Otto's study. This county is one of the most expensive cost of living county's in the State of Iowa.

Recommendations for the Improvement of Practice

This listing of recommendations indicated by the study is presented with no particular prioritizing or rank order implied. They are offered as suggestions and/or starting points to be addressed by the best professional judgement and resources available at Kirkwood Community College.

Career Development

1. Students who have a career goal decided should be introduced to a career counselor/program coordinator at the earliest opportunity.

2. Students who do not have a career goal should be encouraged to meet with a career counselor to assist them in determining the career direction they would like to explore.

3. The Career Information System - Iowa computer system should be the subject of an in-service for faculty and staff, so that they may more effectively utilize it in advising students on career choices.

4. Career Decision Making, a credit course, should have expanded offerings, both in terms of numbers and in terms of time of day or night offered, and locations within the seven county service area.

5. Placement services should receive additional support to enable them to expand the services available to students to assist them in gaining meaningful employment in their fields.

Personal Development

1. The availability of counseling staff needs to be publicized.

2. Speciality areas within counseling need to be expanded and publicized.

3. Special support groups, and personal growth opportunities, such as Human Potential courses, should be encouraged, and perhaps expanded through expanded staff.

4. In-service meetings between faculty and counseling staff should be conducted, in order to insure that the faculty can be more aware of the services which can, and cannot, be provided by counseling staff.

5. A range of non-credit courses, classes, and workshops or seminars dealing with the wide range of issues of adult life should be developed and offered. These offerings would provide opportunities for peers to meet with

others who are having the same type of personal problems relating to their pursuit of educational goals.

Social Development

1. The student activities program needs to refocus its efforts to provide more opportunity for social interactions and less on student organizations and leadership opportunities - in which the majority of the students don't seem to want to participate.

2. A social awareness course should be developed. It should emphasize social skills in a non-threatening environment. It should foster an "everyone wins" atmosphere.

3. Instructors and staff should be encouraged to participate in college activities besides those in which their academic discipline or job function would cause them to be involved. Active interaction with students, staff, and colleagues should be encouraged.

Academic Development

1. Entry level skills should be determined for courses and students should be required to meet these skills before entry into those courses which require them for successful completion.

2. Placement testing, such as that currently being used in Composition, should be utilized for other parts of

the college curriculum. These tests should be required for degree-seeking students, and should be provided and encouraged for non-degree seeking students.

3. General interest courses should be developed similar to the "Interim" course program at Mount Mercy, where students can explore an area of interest in a credit program of short-term, low cost, and less structured environment. These courses would allow students to learn more about their field of interest and would not require re-writing the curriculum.

4. Brochures describing programs and career opportunities should clearly state what skills are necessary to succeed in the program, and emphasize that the student who wants to improve his or her skills in the areas mentioned can do so by applying to the program and working on those areas with our talented and dedicated staff in the personal achievement department.

5. The Personal Achievement Department needs to be expanded and provided with additional resources to serve the needs of the student body, many of whom need to improve their abilities at reading and writing, as well as social skills.

Cultural Development

1. Credit and non-credit offerings in leisure time activities should be developed.

2. Seminars highlighting recreational activities available in the seven county service area should be developed.

3. Special activities for special populations, such as retirees, and the handicapped should be developed.

Community Development

1. Instructors should be encouraged to relate their teaching to "real world" situations wherever possible. The connection between classroom "theory" and real world "practice" should be illustrated whenever possible.

2. Students should be encouraged to particpate in local community activities, whether individually or as class projects and field trips.

3. Local community leaders in both the public and private sectors should be encouraged to visit classes and make presentation to students wherever possible.

4. The Annual Activity Program that is conducted at the College should be given more publicity to encourage more community participation.

5. The College Speakers' Bureau should continue and expand wherever possible into new areas, new speakers, new topics, and always put the College in the "best possible light" in the community.

Strategies for Diffusion, Implementation, and Improvement of Practice

Strategies Internal to the College

1. This study received the support of the former President of Kirkwood Community College. He will receive a completed copy of the report, as will his successor.

2. The faculty and staff of the College will receive the results of the study through a series of presentations at Divisional and Departmental levels.

3. A series of meetings will be held with Departmental Assistant Deans, Assistant Heads, and other administrators who are interested in this results of this research, to discuss suggestions for implementation of recommendations appropriate to their areas.

4. A copy of this study will be provided to the Master Planning Steering Committee for consideration in the next evaluation and planning meeting.

5. A summary of significant findings will be provided to the students at Kirkwood Community College through a series of articles in the student newsletter.

6. A copy of the completed research project will be placed on file in the College Learning Resources Center.

7. A special meeting will be held with the Dean of Student Services to discuss the findings of this research and their implications in light of Otto's earlier study.

Strategies External to the College

1. A final copy of the research will be submitted to the Educational Resources Information Center, at the University of California at Los Angeles, for inclusion in their collection.

2. The findings of this research will be submitted to state, regional, and national organizations for inclusion in conferences as a conference topic.

3. Several papers will be prepared utilizing the data collected in this study. They will be submitted to professional journals, and conferences as applicable.

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APPENDICES

APPENDIX A

STUDENT GOALS INVENTORY

APPENDIX A

STUDENT GOALS INVENTORY

NAME: _____ MAJOR: _____

AGE: _____

ENROLLMENT STATUS: MALE:____FEMALE:____

PART-TIME:____ FRESHMAN:____

FULL-TIME:____ SOPHOMORE:____

NON-DEGREE SEEKING:____ RACE:_____

A. MY GOALS WITH REGARD TO CAREER DEVELOPMENT ARE:

1. ____ TO DETERMINE A CAREER GOAL.
2. ____ TO PREPARE FOR AN IMMEDIATE ENTRY LEVEL OCCUPATION.
3. ____ TO MEET THE EMPLOYMENT REQUIREMENTS FOR A SPECIFIC JOB.
4. ____ TO DISCOVER MY CAREER POTENTIALITIES AND COMPETENCIES.
5. ____ TO DEVELOP MANAGEMENT/LEADERSHIP SKILLS.
6. ____ TO EARN AN ASSOCIATE IN SCIENCE DEGREE (TO GET A JOB)
7. ____ TO EARN AN ASSOCIATE IN GENERAL SCIENCE DEGREE.
8. ____ TO EARN A PLANNED OCCUPATIONAL CERTIFICATE.
9. ____ TO TAKE COURSES TO KEEP CURRENT IN MY FIELD.
10. ____ TO TAKE COURSES TO RETAIN MY PRESENT JOB.
11. ____ TO TAKE COURSES IN ORDER TO GET A PROMOTION.
12. ____ TO PREPARE MYSELF TO CHANGE OCCUPATIONS.
13. ____ TO PREPARE FOR LOCAL, STATE, NATIONAL BOARD EXAMS
14. ____ OTHERS

B. My goals with regard to PERSONAL DEVELOPMENT are:

1. ____ To explore my talents, skills, abilities and potentials in these areas in order to determine my goals.
2. ____ To successfully undergo a transitional period in my life.
3. ____ To assist in my personal adjustment.
4. ____ To understand myself better.
5. ____ To develop my self-worth and confidence.
6. ____ To meet my physical needs.
7. ____ To focus on my personal growth.
8. ____ To clarify my values.
9. ____ To develop personal strengths.
10. ____ To explore/understand my feelings, thoughts and behaviors.
11. ____ To explore my attitudes towards marraige, parenthood, and/or divorce.
12. ____ To aid in my adjustment to a changed style of living (retirement, change employment or marital status)
13. ____ To learn more about my health.
14. ____ To postpone the time when I will have to become financially independent.
15. ____ To focus on my independence.
16. ____ Others

C. My goals with regard to SOCIAL DEVELOPMENT are:

1. ____ To become active in the organizational life of the college.
2. ____ To take an active leadership role.
3. ____ To enhance my abilities in social interaction.

4. ____ To learn more about teamwork, cooperation and group skills.

5. ____ To interact with people of various ages and backgrounds.

6. ____ To participate in the athletic/recreational programs.

7. ____ To exercise my social responsibility.

8. ____ To develop a social awareness.

9. ____ To obtain the education that's expected of me.

10. ____ To develop an understanding of other ethnic and social groups.

11. ____ Others

D. My goals with regard to ACADEMIC DEVELOPMENT are:

1. ____ To upgrade my basic academic skills (reading, writing, study and/or mathematics)

2. ____ To further develop my communication skills (oral, written, and/or non-verbal)

3. ____ To develop my ability for critical thinking.

4. ____ To upgrade my grade point average for entry or reentry to a university.

5. ____ To earn an Associate in Arts Degree (to transfer to another college)

6. ____ To prepare for transfer to an upper division university.

7. ____ To learn more about my field of interest.

8. ____ To pursue an area out of intellectual curiosity.

9. ____ To strive for academic recognition (honors, and/or grades)

10. ____ Others

E. MY GOALS WITH REGARD TO CULTURAL DEVELOPMENT ARE:

1. ____ TO PURSUE MY AVOCATIONAL INTEREST.
2. ____ TO DEVELOP CULTURAL AND AESTHETIC APPRECIATION.
3. ____ TO DEVELOP ARTISTIC, DRAMATIC, AND/OR MUSICAL TALENTS.
4. ____ TO DEVELOP SKILLS/INTERESTS FOR MY LEISURE TIME.
5. ____ OTHERS

F. MY GOALS WITH REGARD TO COMMUNITY DEVELOPMENT ARE:

1. ____ TO LEARN MORE ABOUT SHAPING/CHANGING THE ENVIRONMENT.
2. ____ TO DEVELOP THE SKILLS TO BECOME MORE INVOLVED WITH THE COMMUNITY
3. ____ TO LEARN ABOUT COMMUNITY PROBLEM SOLVING.
4. ____ TO PREPARE MYSELF FOR VOLUNTEER COMMUNITY SERVICE.
5. ____ TO LEARN ABOUT THE "SYSTEM" - LIVING WITH, COPING AND CHANGING IT.
6. ____ TO DEVELOP COMMUNITY LEADERSHIP SKILLS.
7. ____ OTHERS

NOW THAT YOU HAVE COMPLETED THE LIST, PLEASE LIST ONLY YOUR TOP THREE GOALS FROM THE ENTIRE LIST IN THE SPACES PROVIED BELOW! E.G., 1. AREA C GOAL 3; AREA D GOAL 4, ETC.

PRIORITY	AREA	GOAL
1	____	____
2	____	____
3	____	____

APPENDIX B

COVER MEMORANDUM FROM THE ASSISTANT

DEAN OF STUDENTS

KIRKWOOD
COMMUNITY COLLEGE

November 21, 1984

MEMO TO: ALL new students for Winter 1984

FROM: Dr. Donald Page
Associate Dean, Student Services

SUBJECT: Student Goals Survey

Kirkwood Community College would like to assess the reasons why students are attending the College. The attached Student Goals Inventory will provide information which will enable us to determine what you wish to obtain from your educational experience. We can then design services that will address your specific needs.

Please take a few minutes of your time and complete the Student Goals Inventory, if your plans have changed, please complete the form and return it anyway, it may help someone else in the future.

In parts A through F simply check those goals that are important to you without ranking them in any way. The last section will give you instructions about ranking your top goals.

Please return the complete Student Goals Inventory to my office, Room 134 Linn Hall, before November 30, if possible. Or you may mail it to me in the enclosed postage paid envelope. Your cooperation will help Kirkwood Community College to serve the needs of its students, and fulfill the mandate of the taxpayers of Area Ten.

6301 Kirkwood Blvd. S.W. P.O. Box 2068 Cedar Rapids, IA 52406 (319) 398-5411

APPENDIX C

CODE BOOK

APPENDIX C

CODE BOOK

MAJOR:

1 = Career Parallel 2 = Non-career 3 = Undecided

AGE:

1 = Under 27 years old 2 = 27 years old and over

SEX:

1 = Female 2 = Male

STATUS:

1 = Part-time 2 = Full-time

NON-DEGREE SEEKING:

1 = Box is checked, yes 2 = Box is not checked

RACE:

1 = White 2 = Non-white

GOALS AREA:

1 = A 2 = B 3 = C 4 = D 5 = E 6 = F

OBJECTIVE WITHIN AREA:

1 = 1 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = 7

8 = 8 9 = 9 10 = 10 11 = 11 12 = 12 13 = 13

14 = 14 15 = 15 16 = 16

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APPENDIX D

ARTS AND SCIENCES MAJORS LIST

APPENDIX D

Arts and Sciences Major List

Major Code	Major Title
10145	Accounting
10148	Communications Media and Technology
10133	Community Corrections Associate
10131	Education Careers Program
10137	English as a Second Language (ESL)
10132	Fire Science
10137	Fisheries and Wildlife Biology
10141	General Studies
10136	Handicapped Services
10138	Human Services
10134	International Trade and Marketing
10103	Law Enforcement
10135	Legal Assistant
10104	Liberal Arts
10144	Management Development
10151	Marketing
10106	Medical Technology
10139	Other
10143	Physical Education
10108	Physical Therapy
10109	Pre-Agricultural Science
10110	Banking and Finance
10111	Pre-Business Administration
10112	Pre-Commercial Art
10114	Pre-Dentistry
10115	Pre-Engineering
10149	Pre-Environmental Science and Forestry
10116	Pre-Forestry
10117	Pre-Government Service
10118	Pre-Historical Science
10119	Pre-Insurance
10120	Pre-Law
10121	Pre-Medicine
10122	Pre-Music
10123	Pre-Nursing
10124	Pre-Pharmacy
10125	Pre-Professional Art
10126	Pre-Social Services
10130	Pre-Veterinary Medicine
10147	Purchasing
10142	Recreation
10140	Undecided

APPENDIX E

LETTER OF SUPPORT FROM COLLEGE PRESIDENT

KIRKWOOD
COMMUNITY COLLEGE

May 9, 1985

Dr. George M. Barton
Center for Higher Institution
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Barton:

I have discussed the research study proposed by Julius O. Koefoed, Jr., with him. This research ties in with our Master Plan and the information will be valuable to this institution.

I have given Mr. Koefoed, our Coordinator of Public Safety programs, permission and encouragement to conduct the proposed research. It would be beneficial to all parties concerned if your committee would accept the proposed research for his Major Applied Research Project.

Sincerely yours,

Bill F. Stewart

Dr. Bill F. Stewart
President

BFS:jg

6301 Kirkwood Blvd. S.W. P.O. Box 2068 Cedar Rapids, IA 52406 319/ 398-5411

APPENDIX F

FREQUENCY DISTRIBUTION OF RESPONSES

TO STUDENT GOALS INVENTORY

APPENDIX F

FREQUENCY DISTRIBUTION OF RESPONSES TO

STUDENT GOALS INVENTORY

Goal	Part-time/ Full-time	Male/ Female	Under 27/ 27 & Over	Degree/ Non-degree	White/ Non-white
A-1	14 / **39**	18 / **35**	45 / **8**	**50** / 3	**30** / **2**
A-2	9 / **54**	19 / **44**	44 / **19**	**55** / 8	48 / **3**
A-3	15 / **57**	27 / **45**	48 / **24**	64 / 8	50 / 4
A-4	17 / **53**	23 / **49**	53 / **19**	64 / 8	52 / **2**
A-5	15 / **54**	22 / **33**	35 / **20**	51 / 4	38 / 2
A-6	9 / **45**	16 / **38**	38 / **16**	52 / 2	36 / 2
A-7	0 / 6	**3** / **3**	6 / 0	6 / 0	4 / 0
A-8	6 / **30**	11 / **27**	22 / **16**	34 / 4	27 / 3
A-9	2 / **13**	6 / **11**	12 / **5**	15 / 2	11 / 1
A-10	0 / **2**	**3** / 0	3 / 0	2 / 1	**2** / **0**
A-11	6 / **11**	6 / **9**	10 / **18**	17 / 1	11 / 1
A-12	16 / **38**	**25** / **31**	**29** / **27**	51 / 5	**37** / 1
A-13	1 / **6**	**2** / 7	5 / 4	8 / 1	6 / 1
A-14	6 / **11**	7 / **10**	11 / **6**	15 / 2	7 / 2
B-1	18 / **48**	26 / **42**	52 / **16**	62 / 6	45 / 2
B-2	15 / **53**	24 / **45**	37 / **32**	62 / 7	51 / 1
B-3	11 / **41**	17 / **36**	33 / **20**	49 / 4	39 / 2
B-4	13 / **36**	21 / **30**	34 / **17**	46 / 5	35 / 3
B-5	21 / **65**	32 / **52**	57 / **31**	80 / 8	63 / 2
B-6	0 / **20**	6 / **14**	14 / **6**	18 / 2	17 / 1
B-7	11 / **52**	23 / **42**	45 / **20**	59 / 6	48 / 1

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APPENDIX F (continued)

Goal	Part-time/ Full-time	Male/ Female	Under 27/ 27 & Over	Degree/ Non-degree	White/ Non-white
B-8	6 / 40	22 / 26	37 / 11	45 / 3	33 / 2
B-9	19 / 55	27 / 49	48 / 28	69 / 7	55 / 19
B-10	8 / 38	18 / 28	37 / 9	43 / 3	36 / 1
B-11	3 / 18	8 / 14	20 / 2	22 / 0	15 / 0
B-12	6 / 41	19 / 29	26 / 22	44 / 4	33 / 2
B-13	2 / 12	4 / 10	14 / 0	14 / 0	8 / 0
B-14	0 / 4	4 / 0	3 / 1	4 / 0	4 / 0
B-15	14 / 54	22 / 46	51 / 17	62 / 6	44 / 1
B-16	4 / 8	7 / 5	9 / 3	11 / 1	6 / 1
C-1	3 / 20	10 / 13	22 / 1	22 / 1	18 / 1
C-2	6 / 16	13 / 9	17 / 5	21 / 1	11 / 2
C-3	13 / 49	23 / 39	42 / 20	56 / 6	44 / 2
C-4	15 / 42	22 / 35	40 / 17	52 / 5	40 / 3
C-5	18 / 61	24 / 56	55 / 25	73 / 7	57 / 3
C-6	4 / 14	10 / 8	15 / 3	18 / 0	11 / 1
C-7	4 / 34	14 / 24	33 / 5	37 / 1	30 / 2
C-8	[redacted] / 56	26 / 41	51 / 16	60 / 7	49 / 3
C-9	10 / 51	24 / 37	41 / 20	55 / 6	42 / 2
C-10	5 / 23	8 / 20	19 / 9	27 / 1	20 / 1
C-11	0 / 12	5 / 7	8 / 4	11 / 1	6 / 1
D-1	19 / 56	29 / 47	55 / 21	71 / 5	52 / 3
D-2	19 / 58	31 / 47	56 / 22	72 / 6	59 / 2
D-3	17 / 54	27 / 45	49 / 23	70 / 2	48 / 2

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APPENDIX F (continued)

Goal	Part-time/ Full-time	Male/ Female	Under 27/ 27 & Over	Degree/ Non-degree	White/ Non-white
D-4	6 / 16	9 / 13	20 / 2	22 / 0	17 / 0
D-5	6 / 19	13 / 12	21 / 4	24 / 1	19 / 1
D-6	5 / 6	4 / 7	9 / 2	9 / 2	7 / 1
D-7	19 / 68	36 / 52	52 / 36	79 / 9	61 / 4
D-8	9 / 21	15 / 17	22 / 10	28 / 4	23 / 1
D-9	7 / 28	10 / 25	28 / 7	33 / 2	26 / 0
D-10	0 / 10	2 / 8	6 / 4	10 / 0	5 / 1
E-1	9 / 42	18 / 33	30 / 21	44 / 7	38 / 4
E-2	4 / 20	7 / 17	18 / 6	23 / 1	19 / 2
E-3	5 / 8	6 / 7	12 / 1	12 / 1	11 / 0
E-4	10 / 32	18 / 26	37 / 7	38 / 6	31 / 2
E-5	4 / 11	6 / 9	6 / 9	13 / 2	7 / 1
F-1	6 / 22	14 / 15	23 / 6	28 / 1	17 / 2
F-2	13 / 40	16 / 37	37 / 16	49 / 4	38 / 3
F-3	6 / 17	6 / 17	16 / 7	22 / 1	16 / 2
F-4	1 / 19	3 / 17	14 / 6	17 / 3	15 / 2
F-5	17 / 53	27 / 44	51 / 20	64 / 7	47 / 3
F-6	6 / 19	7 / 18	13 / 12	23 / 2	17 / 2
F-7	2 / 11	6/ 7	7 / 6	12 / 1	7 / 0

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APPENDIX G

FREQUENCY DISTRIBUTION OF ALL RESPONSES

TO GOAL STATEMENTS

APPENDIX G

FREQUENCY DISTRIBUTION OF ALL RESPONSES TO GOAL STATEMENTS

Goal	Responses	Goal	Responses	Goal	Responses
A-1	53	B-8	48	D-2	78
A-2	63	B-9	76	D-3	72
A-3	72	B-10	46	D-4	22
A-4	72	B-11	22	D-5	25
A-5	55	B-12	48	D-6	11
A-6	54	B-13	14	D-7	88
A-7	6	B-14	4	D-8	32
A-8	38	B-15	68	D-9	35
A-9	17	B-16	12	D-10	10
A-10	3	C-1	23	E-1	51
A-11	18	C-2	22	E-2	24
A-12	56	C-3	62	E-3	13
A-13	9	C-4	57	E-4	44
A-14	17	C-5	80	E-5	15
B-1	68	C-6	18	F-1	29
B-2	69	C-7	38	F-2	53
B-3	53	C-8	67	F-3	23
B-4	51	C-9	61	F-4	20
B-5	88	C-10	28	F-5	71
B-6	20	C-11	12	F-6	25
B-7	65	D-1	76	F-7	13

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BIOGRAPHICAL SKETCH OF PARTICIPANT

BIOGRAPHICAL SKETCH OF PARTICIPANT

Julius O. Koefoed, Jr., a native of San Francisco, California, moved to the Midwest in 1974 to assume his present position. He is presently the Public Safety Programs Coordinator at Kirkwood Community College, Cedar Rapids, Iowa. He has been employed at Kirkwood since February, 1974. Prior to that he was a Police Lieutenant for the Police Department, South San Francisco, California. He served with the Police Department from February, 1963 through March, 1973, when he elected to return to college to complete his Master's Degree.

Mr. Koefoed received his Master's Degree in Public Administration from Golden Gate University, San Francisco, California, in January, 1974. He received his Bachelor's Degree in Criminology from the School of Criminology, University of California, Berkeley, California, in 1968. He also received an Associate of Arts Degree from the College of San Mateo, San Mateo, California in 1965.

He is married and lives with his wife, Jean A. Krogman, in Cedar Rapids, Iowa. His wife also teaches at Kirkwood Community College. They have a dog, Klover, and a cat, Sunny. In his spare time, "Jules" is a member of the U. S. Army Reserve, and presently is serving as the Operations Sergeant for the Special Troops Battalion of the 103rd Corps Support Command, Des Moines, Iowa.

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SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Julius D. Koefoed, Jr. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the Degree of Doctor of Education at Nova University.

(date) Dr. George M. Barton
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the Degree of Doctor of Education at Nova University.

(date) Dr. Ronald A. Newell
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the Degree of Doctor of Education.

(date) Dr. Ross E. Moreton
Central Staff Committee Member

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